

**THE EFFECT OF USING QUESTIONING THE AUTHOR (QtA)  
APPROACH TOWARD STUDENTS' ABILITY IN READING  
COMPREHENSION AT JUNIOR HIGH SCHOOL 1  
TAMBANG OF KAMPAR REGENCY**



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## ABSTRAK

**Meri Gusti Ayu (2011) :**“Dampak dari Penggunaan Pendekatan Pertanyaan Pengarang terhadap Kemampuan Siswa dalam Pemahaman Membaca pada SMP N 1 Tambang”

Tujuan utama dari penelitian ini adalah untuk mencari apakah ada dampak yang signifikan dari penggunaan Pendekatan Pertanyaan Pengarang terhadap kemampuan siswa dalam pemahaman membaca pada SMP N 1 Tambang atau tidak. Pada penelitian ini, jenis penelitian yang digunakan adalah penelitian kuasi-eksperimental. Penulis mengambil *nonrandomized control group pretest-posttest design*. Penulis menggunakan dua kelas sebagai sampel yang terdiri dari 50 siswa. Kelas pertama adalah grup experimental dan kelas kedua adalah grup control. Kelas eksperimen diajar dengan menggunakan Pendekatan Pertanyaan Pengarang dan kelas control diajar dengan menggunakan strategi biasa. Teknik pengumpulan data adalah observasi dan test. Observasi digunakan untuk mengumpulkan data dari penggunaan Pendekatan Pertanyaan Pengarang dan test digunakan untuk mengumpulkan data tentang kemampuan siswa dalam pemahaman membaca. Teknik analisa data menggunakan rumus T-test dalam rangka untuk mengetahui perbedaan nilai rata-rata antara kelas experiment dan kelas kontrol dengan menggunakan SPSS versi 16. Nilai yang diperoleh dibandingkan dengan T-table dengan mempertimbangkan degree of freedom (df).

Berdasarkan analisa data, penulis menyimpulkan bahwa ada dampak yang signifikan dari penggunaan Pendekatan Pertanyaan Pengarang terhadap kemampuan siswa dalam pemahaman membaca pada SMP N 1 Tambang dengan mempertimbangkan  $t_o = 12.000$  lebih besar dari pada  $t$  tabel baik pada taraf 5% = 2.01 maupun pada taraf 1% = 2.68. Hal ini berarti bahwa  $H_a$  diterima dan  $H_o$  ditolak. Dari penemuan penelitian, hal ini menunjukkan bahwa ada perbedaan yang signifikan antara pemahaman membaca siswa yang diajar menggunakan Pendekatan Pertanyaan Pengarang dengan siswa yang diajar dengan menggunakan strategi biasa pada SMP N 1 Tambang. Dengan kata lain, ada dampak yang signifikan dari penggunaan Pendekatan Pertanyaan Pengarang terhadap kemampuan siswa dalam pemahaman membaca pada SMP N 1 Tambang.

## ABSTRAK

**Meri Gusti Ayu (2011) :**“The Effect of Using Questioning the Author (QtA) Approach toward Students’ Ability in Reading Comprehension at Junior High School 1 Tambang.”

The main focus of the research is to find out whether there is a significant effect of using Questioning the Author (QtA) Approach toward Students’ Ability in Reading Comprehension at the Junior High School 1 Tambang or not. In the research, the type of the research was quasi-experimental research. The researcher used nonrandomized control group pretest-posttest design. The researcher used two classes as sample which consisted of 50 students. The first class was experimental group and the second was control group. Experimental class was taught by using Questioning the Author (QtA) Approach and control class was taught by using conventional strategy. The technique of data collecting was observation and test. Observation was used in order to collect the data of using Questioning the Author (QtA) Approach and the test was used in order to collect the data of students’ ability in reading comprehension at Junior High School 1 Tambang. The technique of data analysis used T-test formula in order to find out the difference of students’ mean score between experimental class and control class by using SPSS 16 version. The students’ score was compared with T-table which considered with degree of freedom (df).

Based on the data analysis, the researcher concluded that there was a significant effect of using Questioning the Author (QtA) Approach towards students’ ability in reading comprehension at Junior High School 1 Tambang with consideration  $t_o = 12.000$  is higher than T-table either in significant 5 %; = 2.01 or in significant 1 % = 2.68. It means that  $H_a$  is accepted and  $H_o$  is rejected. So, it can be concluded that there is significant difference between students’ reading comprehension taught by using Questioning the Author (QtA) Approach and control class taught by using conventional strategy at Junior High School 1 Tambang. In other words, there was a significant effect of using Questioning the Author (QtA) Approach toward Students’ Ability in Reading Comprehension at Junior High School 1 Tambang.

## الملخص

ماري كستى آيو (2011) : " أثر من استعمال تقريب سؤال مؤلف نحو قدرة تلاميذ في فهم القراءة المدرسة الثانوية الحكومية 1 تمباغ "

المهدف من هذا البحث هو ليعتبر هل وجد أثر الذي هام من استعمال تقريب سؤال مؤلف نحو قدرة تلاميذ في فهم القراءة المدرسة الثانوية الحكومية 1 تمباغ او لا يوجد. في هذا البحث, جنس البحث الذي يستعمل هو البحث شبه تجريبية. يأخذ الباحثة نون رنضومزد المجموعة الضابطة اختبار قبلي وظيفة تصميم nonrandomized control group pretest- posttest design. استعملته الباحثة فصلين عينة منها 50 تلاميذ. صل الأول هو المجموعة التجريبية والفصل الثاني هو المجموعة الضابطة. وفصل تجريبية تدريس يستعمل تقريب سؤال مؤلف وفصل ضبط تدريس يستعمل استراتيجية العادة. جمع البيانات هو الملاحظة و الإختبار. يستعمل الملاحظة لجمع البيانات من استعمال تقريب سؤال مؤلف ويستعمل الإختبار لجمع البيانات عن قدرة تلاميذ في فهم القراءة. تحليل البيانات يستعمل بالرمز  $t_{set}$  في هيكل لمعرفة فرق قيمة بمعدل بين فصل تجريبية وفصل ضبط يستعمل SPSS versi 16 . قيمة الذي تحصل يساوي

T-table يوازن درجة الحرية (fd) degree f modeer .

بناء على تحليل البيانات, الباحثة الخلاصة ان وجد أثر الذي هام من استعمال تقريب سؤال مؤلف نحو قدرة تلاميذ في فهم القراءة المدرسة الثانوية الحكومية 1 تمباغ يوازن  $t_0 = 12000$  اكبر من T-table في طرف 5% = 2.01 ام في طرف 1% = 2.68 . هذا الحال معناه ان  $H_a$  مقبولة و  $H_o$  دفع. من اكتشاف البحث هذا الحال تدل ان وجد فرق الذي مهم بين فهم القراءة تلاميذ الذي تعليم يستعمل تقريب سؤال مؤلف بتلاميذ تدريس أثر الذي هام من استعمال تقريب سؤال مؤلف نحو قدرة تلاميذ في فهم القراءة المدرسة الثانوية الحكومية 1 تمباغ.

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

In Junior High School level, one of the most important elements to be acquired in teaching and learning English is reading. According to Kalayo Hasibuan<sup>1</sup>, on this level, learners are expected to be able to use English to survival purpose and to communicate for daily needs such as to read newspaper and manual, so that students are pursued to master all aspects of English skill. Brown<sup>2</sup> stated that, there are four skills that the students should master them at the end of their learning process, they are listening, writing, speaking, and reading.

Reading is one of the important language skills that should be mastered by the students. According to Kalayo Hasibuan<sup>3</sup>, “reading is an activity with a purpose. The purpose of the reading will be achieved not only when the readers comprehend the reading text as well but also when the reader knows which skills and strategies are appropriate to the type of text, and understand how to apply them to accomplish the reading purpose”. Based on the quotation above, it is very clear that the students of Junior High school level are strongly expected to know the approach of reading skill to comprehend the reading text as well.

Moreover, these are also suitable with the stated syllabus in School Based Curriculum (KTSP) as well as the target expected by the school. According to

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<sup>1</sup>KalayoHasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p.2

<sup>2</sup> H. Douglas Brown. *Teaching by Principle: an Interactive Approach to Language Pedagogy*. (Engliwood Cliffs, New Jersey: Prantice Hall, Inc, 1994), p. 29

<sup>3</sup>*Ibid*, p.114

School Based Curriculum, the standard competence of learning English refers to the capability of reading and comprehending the meaning of the text accurately, fluently, and contextually in the text form; recount, report, and narrative<sup>4</sup>.

Based on the researcher preliminary observation at Junior High School 1 Tambang which uses School Based Curriculum that has been taught and applied many approach in developing students' reading comprehension since the first year of English teaching period. Actually, at the very least, they have studied English about 8 years, 6 years in Elementary School, 2 year in Junior High School. In other word, they have studied English for a long time, it means that they had the ability in reading comprehension taught by teacher through a using some method and approaches to learn English. This possibility describes that, ideally, the second year students of SMP N 1 Tambang could develop their competence in reading comprehension, but in fact, it is still far from the target of the curriculum.

The writer founds several problems as long as the preliminary study. The problems of the students can be seen in the following phenomena<sup>5</sup>:

1. The students are not able to comprehend the narrative texts given
2. The students are not able to identify the communicative purpose of the narrative texts given
3. The students are not able to identify main idea in narrative text because they have lack of vocabulary
4. The students are not able to understand well about the function of generic structure in narrative texts.

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<sup>4</sup> Departemen Pendidikan Nasional, *Model Kurikulum Tingkat Satuan Pendidikan (KTSP) SMP dan MTs*, Solo ,PT. Tiga Serangkai, , 2006, p. 13

<sup>5</sup> Interview Data from English Teacher of SMPN 1 Tambang (Suryati S.Pd)

5. The students are not able to answer the questions in narrative text.

There are actually many approaches that can be used by the teachers in teaching reading, one of them is Questioning the Author (QtA) approach. Questioning the Author is one of effective approaches used by the teacher in reading subject. Graves<sup>6</sup>, Questioning the Author is a large-group questioning and discussion procedure developed and validated by Isabel Beck and Margaret McKeown. It is, as Beck and McKeown explain, “an approach to text-based instruction that was designed to facilitate building understanding of text ideas”. In addition Questioning the Author is a protocol of inquiries that students can make about the content they are reading. This approach is designed to encourage students to think beyond the words on the page and to consider the author's intent for the selection and his or her success at communicating it.

Based on the explanation and the problem experienced by the students above, the writer is interested in conducting a research which entitled: **“THE EFFECT OF USING QUESTIONING THE AUTHOR (QTA) APPROACH TOWARD STUDENTS’ ABILITY IN READING COMPREHENSION AT JUNIOR HIGH SCHOOL 1 TAMBANG OF KAMPAR REGENCY”**.

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<sup>6</sup> Grave, F M. 2001. *Teaching Reading in the 21<sup>st</sup> Century*. Botton: Allya and Bacon Press .p 391

## **B. The Problem**

### **1. The Identification of the Problem**

Based on the explanation above, the researcher identifies the problems as follows:

- a. Why are the students unable to comprehend the texts narrative given?
- b. Why are the students unable to identify the communicative purpose of the texts narrative given?
- c. Why are the students unable to identify main idea and they have lack of vocabulary?
- d. Why are the students unable to identify the function of generic structure in texts narrative?
- e. Why are the students unable to answer the questions in narrative text?

### **2. The Limitation of the Problem**

Based on the identification of the problems above, the problem of the research is only focused on the effect of using Questioning the Author (QtA) Approach toward students' ability in reading ability in reading comprehension at the third years of Junior High School 1 Tambang of Kampar Regency. Then, the reading text that was used by the researcher in this research is Narrative text.

### **3. The Formulation of the problems**

The Problem in this research can be formulated as follows:

- a. How is students' ability in reading comprehension taught by conventional strategy at Junior High School 1 Tambang?

- b. How is students' reading comprehension taught by questioning the author approach at Junior High School 1 Tambang?
- c. Is there a significant effect of using questioning the author toward students' ability in reading comprehension at Junior High School 1 Tambang?

### **C. The Reasons of Choosing the Title**

The reasons why the writer is very interested in carrying out a research on the topic above are based on several considerations:

- 1. The researcher is very interested in carrying out this research to find out the effect of using Questioning the Author (QtA) approach toward students' ability in reading comprehension at Junior High School 1 Tambang of Kampar regency.
- 2. This research is relevant to her status as English student of English Education Department of State Islamic University SUSKA Riau
- 3. As far as the researcher is concerned, this research title has never been investigated by any researcher.

### **D. The Objectives and the Significance of the Research**

#### **1. The Objectives of the Research**

- a. To find out students' ability in reading comprehension taught by conventional strategy at Junior High School 1 Tambang?
- b. To find out students' reading comprehension taught by questioning the author approach at Junior High School 1 Tambang?

- c. To find out whether there is a significant effect of using questioning the author toward students' ability in reading comprehension at Junior High School 1 Tambang?

## **2. The Significance of the Research**

Related to the objectives of the research above, the significance of the research is as follows:

1. The research findings are to give the valuable input to the teachers of English at SMPN 1 Tambang especially and all English teachers generally as an attempt to improve the students' ability in reading comprehension.
2. The research findings are expected to provide both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching reading.
3. The researcher motivates students to improve their proficiency in reading comprehension, in order to give chance for students to be master of English.

## **E. The Definition of the Term**

### **a. Effect**

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.<sup>7</sup> In this research, effect is

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<sup>7</sup> Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edition (New York: Pearson Education, 2002) p. 175

defined as the result of teaching reading treated Questioning the Author (QtA).

b. Questioning the Author (QtA)

Questioning the Author (QtA) is a reading approach in which students categorize comprehension questions according to where they got the information they needed to answer each question.

Questioning the Author (QtA) approach means in this research is an approach used by researcher to know its effect toward students' ability in reading comprehension at Junior High School 1 Tambang of Kampar Regency.

c. Reading Comprehension

Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text.<sup>8</sup> Theoretically, reading comprehension is a process of interaction between the reader with the text and the reader relates the ideas of the text to prior experiences and their knowledge. In other words, reading comprehension is a process by which the reader constructs the understanding of ideas of the text.

In this study, reading comprehension is the capability of the third year students of Junior High School 1 Tambang of Kampar Regency in understanding or comprehending the reading text (narrative).

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<sup>8</sup> [http://wik.ed.uiuc.edu/index.php/Reading\\_comprehension](http://wik.ed.uiuc.edu/index.php/Reading_comprehension)

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. The Concept of Questioning the Author (QtA) Approach

Questioning the Author (QtA) approach had been developed by Beck and MCKeown in 1997. Questioning the author is a comprehension approach that enables students to construct meaning from text. It is grounded in the fact that many textbooks lack coherence and explanation and assume unrealistic levels of background knowledge. This approach asks readers to engage with text in a meaningful way.

Moreover, Questioning the Author is one of effective approaches used by the teacher in reading subject. Graves<sup>1</sup>, Questioning the Author is a large-group questioning and discussion procedure developed and validated by Isabel Beck and Margaret McKeown. It is, as Beck and Mckeown explain, “an approach to text-based instruction that was designed to facilitate building understanding of text ideas”. In additional Questioning the Author is a protocol of inquiries that students can make about the content they are reading. This approach is designed to encourage students to think beyond the words on the page and to consider the author's intent for the selection and his or her success at communicating it.

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<sup>1</sup> Grave,F m. 2001.*Teaching Reading in the 21<sup>St</sup> Century*. Botton: Allya and Bacon Press .p 391



The goal of Questioning the Author is to teach students to construct the meaning during reading to improve comprehension<sup>2</sup>. Central to questioning the Author are carefully constructed discussion question, referred to as Queries. Queries provide a guided technique that teaches students to make sense of expository or narrative text. A unique facet of Questioning the Author is the concept of the fallibility of authors. Students are taught that text is simply someone's written ideas, which may or may not be clearly expressed. This knowledge gives students permission to question the authority of text; it also frees them from the sense of failure or frustration when understanding is not automatic, and places responsibility for building understanding back on the efforts of the student.

Questioning the author is an approach that teacher uses to guide whole class or small group discussions about text and there are no teacher or student materials required, other than the current class text. When implementing questioning the author, it is important for the teacher to address the physical set up of the classroom. A U shape is suggested so students can see and interact with one another and the teacher can easily circulate. The teacher introduces Questioning the Author by reminding students that authors are real people and, like real people, are not perfect. She/he instructs students to remember that as readers their job is to figure out what author is trying to explain and ask questions such as,

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<sup>2</sup>Florida Center for Reading Research.(retrieved from [http://www.fcrr.org/FCRRRReports/PDF/Questioning the Author.pdf](http://www.fcrr.org/FCRRRReports/PDF/Questioning%20the%20Author.pdf) on March 24 20011)p.1

“why might texts be confusing?.” Finally, the teacher demonstrates through a ‘think-aloud’ how to use Questioning the Author<sup>3</sup>.

Teacher planning is an integral part of Questioning the Author. The goals of planning are for the teacher to closely pre-read the text to identify initial and follow-up Queries. Problems that a teacher may identify are lack of text clarity, coherence, or density of information that may impede understanding. Queries are not used to assess comprehension after reading, but to construct meaning during reading; their focus is on quality and depth of meaning. Queries help teachers in their role as facilitators by guiding the progress of group discussion and prompting student-to-student interaction.

a. The standard procedure of Questioning the Author (QtA) approach are as follows<sup>4</sup>:

- 1) The teacher asks students to read passage from selected text.
- 2) The teacher prompts the students by asking:

“What is the author trying to tell you?”

“Why is the author trying to tell you that?”

“Is that expressed clearly?”

- 3) The teacher prompts the students to revise those idea in clearer language by asking:

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<sup>3</sup>Florida Center for Reading Research.(retrieved from [http://www.fcrr.org/FCRRRReports/PDF/Questioning the Author.pdf](http://www.fcrr.org/FCRRRReports/PDF/Questioning%20the%20Author.pdf) on March 24 20011)p.

<sup>4</sup> *English SOL Enhanced Scope and Sequence for READING*. (Virginia Department of Education:2004) p.17

“How could the author have expressed the ideas more clearly?”

“What would you want to say instead?”

4) The teacher asks the students to conclude their own idea about the text.

b. Procedures of conventional strategy

In control group, the students are taught without directed reading activity.

The procedure of teaching reading by using the conventional or traditional strategy can be done as follows the teacher explains the topic to the students and what must they do after explaining it.

## 2. The of Nature of Reading

There are four skills of language, they are: listening, speaking, reading, and writing. As one of important skill in learning English, there are a lot of definitions about reading: some people think that the term of reading just to read the sentences in the text and passage. The other define that reading is to get information from what they read.

According to Nunan<sup>5</sup>, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension. According to Christina and Mary<sup>6</sup>, reading is the individual activity to get information excellence and unless there are

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<sup>5</sup>David Nunan, *Practical English Language Teaching*. (New York: Mc Grow. Hill Company, 2003), p.68

<sup>6</sup>Christina Bratt Paulston & Mary Newton Bruder. *Teaching English as a Second Language Techniques and Procedures*. (Massachusetts: Winthrop Publishers, Inc), p. 64

contextual constraints on the teaching situation, such as lack of electricity in the homes, there is no sense in wasting class time on actual reading. Besides that Nuttal<sup>7</sup>, reading is understood interpret meaning sense. Reading is an interactive process that goes on between the reader and the text, a reader in reading term will use his knowledge, skills, and strategies to determine what the text is. It means, the reader try to recognize the words he meets in print and finds the meaning of the written text. So, the reading brings a maximum of understanding to the author's message.

According to Hornby<sup>8</sup>, reading is an action of a person who needs texts. Moreover, According to Judi Moreillon<sup>9</sup>, reading is making meaning from print and from visual information. In Addition Caroline T. Linse<sup>10</sup>, reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. Besides, Ralph<sup>11</sup>, good readers read for meaning. They do not decode each letter or each word. Instead, they take in chunks of the text and relate it to what they know.

Moreover, Grellet<sup>12</sup> there are main ways in reading as follows:

a. Skimming

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<sup>7</sup>Christine Nuttal. *Teaching Reading Skill in a Foreign Language*. (New York: Mc Grow Hill Book Company, 1982), p. 2

<sup>8</sup>Hornby, A.S. *Oxford Advanced learner's Dictionary of Current English*. (England: Oxford University, 1974) p. 1043

<sup>9</sup>Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association, 2007), p. 10

<sup>10</sup>Caroline T. Linse. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill Companies, Inc, 2005), p. 69

<sup>11</sup>Ralph E. Reynold. 2002. *Understanding the Nature Reading Comprehension*. (Retrieved on Februari 26, 2011), [http://www.sagepub.com/upm-data/7086\\_wolfech1.pdf](http://www.sagepub.com/upm-data/7086_wolfech1.pdf)

<sup>12</sup>Grellet, Francois. 1986. *Developing Reading Skill* ( Cambridge University Press: Cambridge) p. 4

Skimming is reading quickly over a text to get the gist of idea

b. Scanning

Scanning is reading quickly through a text to find a particular piece of information.

c. Extensive Reading

Extensive reading is reading longer texts, usually for one's own pleasure, mainly involve global understanding.

d. Intensive Reading

Intensive reading is reading shorter texts to extract specific information.

This is more an accuracy activity involving reading for detail.

Based on the definition above, it can be concluded that reading is an interactive and thinking process of transferring printed letters into meaning. It is one of ways to communicate certain message between the writer and the reader. By the reading activities, students are required to have good interaction with the texts.

### 3. Reading ability

Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

Reading skills are specific abilities which enable a reader<sup>13</sup>:

- a. to read the written form as meaningful language
- b. to read anything written with independence, comprehension and fluency, and

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<sup>13</sup> SIL International. "What are Reading Skills?" Version 4. 1999. p.1 (Retrieved on March 10, 2011) [www.sil.org/languallinks/literacy/.../whatarereadingskills.htm](http://www.sil.org/languallinks/literacy/.../whatarereadingskills.htm)

c. to mentally interact with the message.

There are some skills in reading:

- a) Word attack skill is let the reader figure out new words.
- b) Comprehension skill is help the reader predict the next word, phrase, or sentence quickly enough to speed recognition.
- c) Fluency skill is help the readers see larger segments, phrases, and groups of words as wholes.
- d) Critical reading skill is helping the reader see the relationship of ideas and use these in reading with meaning and fluency.

#### **e) The Nature of Reading Comprehension**

According to Debra L. Cook Hirai<sup>14</sup>, comprehension refers to how struggling readers “make sense” of the written page in any content. In addition, Mark Sadoski<sup>15</sup>, comprehension is understanding something, getting its meaning. Furthermore, Durkin (1993) in Dorothy<sup>16</sup>, reading comprehension has been called the essence of reading, essential not only to academic learning in all subject areas but to lifelong learning as well.

According to Catherine Snow<sup>17</sup>, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and

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<sup>14</sup>Debra L. Cook Hirai, Irene Borego et al. *Academic Language/Literacy Strategies for Adolescents*. (New York: Routledge, 2010), p. 76

<sup>15</sup> Mark Sadoski. *Conceptual Foundations of Teaching Reading*. (New York: The Guildford Press, 2004), p. 67

<sup>16</sup>Dorothy S. Strickland, Kathy Ganske, et al. *Supporting Struggling Readers and Writers*. (Monroe Portland, Maine: Stenhouse Publisher, 2006), p. 114

<sup>17</sup>Catherine Snow and Chair. *Reading for Understanding Toward an Research and Development Program in Reading Comprehension*. (Santa Monica, CA: RAND Reading Study Group, 2002), p. 11

involvement with written language. She also mentioned that comprehension entails three elements, such as:

- a. The reader who is doing the comprehension.
- b. The text is to be comprehended.
- c. The activity in which comprehension is a part.

In addition, Catherine Snow<sup>18</sup> to comprehend, a reader must have a wide range of capacities and abilities. These include:

- 1) Cognitive Capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability).
- 2) Motivation (a purpose for reading an interest in the content being read, and self-efficacy as the reader).
- 3) Various types of knowledge, (vocabulary, domain and topic knowledge, linguistics and discourse knowledge of specific comprehension strategies).

According to Hornby<sup>19</sup>, comprehension is the mind act or power of understanding. When one reads something, he actively goes along to comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing, etc. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on readers' experiences and prior knowledge. Judi

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<sup>18</sup> Catherine Snow and Chair. *Reading for Understanding toward an Research and Development Program in Reading Comprehension*. (Santa Monica, CA: RAND Reading Study Group, 2002), pp. 13-14

<sup>19</sup>AS. Hornby. *Oxford Advance Learner's Dictionary of Current English*. (Oxford: Oxford University Press, 1987), p. 174

Moreillon<sup>20</sup> background knowledge is always behind us backing up our comprehension.

From the ideas above, it can be concluded that reading comprehension is an interactive process involving the reader, the text, and the context in which reading accords.

#### **f) Teaching Reading**

Teaching reading is one of the important parts in the curriculum stated in Indonesian's curriculum not only for Elementary School, Junior High School, Senior High School, but also for the college student and adults. The aim of teaching reading is to develop the students' ability so that they can read and understand the English text effectively and efficiently. According to Nunan (1985) in Misdaliza<sup>21</sup>, teaching reading has three activities, they are as follows:

##### **1) Pre-reading activity**

Pre-reading activity is the activity before reading process then, the aims of this are:

- a. To introduce and arouse the interest of the students to the topic. In this case, the teacher introduces to the students about the topic which they will discuss in English class.
- b. To motivate the students to give a reaction for the reading text. Teacher can ask the students some questions related to the topic.

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<sup>20</sup> Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association, 2007), p. 19

<sup>21</sup> Misdaliza. *The Use of Picture Series in Teaching Reading at MAN Kampar Air Tiris*. (Unpublished, 2005), pp. 3-4



- c. To provide some language preparation for the text. In this term, teacher can show some language preparation, such as: the words, phrases, or sentences that can be used to lead the students' attention the material.

## 2) Whilst-reading activity

Whilst-reading activity is the core of the lesson. What need to be done is to develop students' reading skill by scanning and skimming. Skimming is reading rapidly to get general information, while scanning is reading rapidly to find special information. According to I.S.P. Nation<sup>22</sup>, skimming is the reader read goes through a text quickly, not noting every word but trying to get the main idea of what the text is about. While scanning means reading involves searching a particular piece of information in a text, such as looking for a particular name or a particular number.

## 3) Post Reading activity

Post reading activity can be done in various activities related to the passage that has been read. An oral or written follow up activity, the students can be asked to describe a situation related to the passage or an incident similar to the passage.

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of teaching and learning process. According to Mark

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<sup>22</sup> I.S.P. Nation. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009), p. 70

Sadoski<sup>23</sup>, there are two main goals of teaching reading that balance between the effective domain and cognitive domain.

a) Affective Goals

1. Developing positive attitudes toward reading

The term attitude, as used here, applies to students' perceptions of their competence and their disposition toward their future performance. The development of a positive attitude toward reading means progressing students' confidence in their own ability as a reader. Ideally, students should experience success regularly and approach reading confidently, with a "can do" spirit, rather than avoiding it because it is painful and frustrating.

1. Developing personal interest and tastes in reading

Having a positive attitude is not enough. Lifelong readers choose to pursue their life interest through reading. Having an interest in reading means, having the motivation to read and to respond affectively, to seek to enlarge readers/students' sense of self-worth through reading.

b) Cognitive Goals

1. Developing the use of reading as a tool to solve problem

Reading weighs heavily in the tool belt of a working, technological society. It helps us to solve a broad array of personal and social problems in a complex, literate world. Reading is also a way to deal with everyday problems where printed language is a feasible and requisite solution.

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<sup>23</sup> Mark Sadoski. *Conceptual Foundations of Teaching Reading*. (New York: The Guildford Press, 2004), p. 45-53

2. Developing the fundamental competencies of reading at succeeding higher levels of independence.

Developing the fundamental competencies that comprise reading is the most basic goal.

According to Mark Sadoski<sup>24</sup>, there are two form of teaching reading, such as:

1. Instruction

Instruction means to put a structure of knowledge in from without. The teacher has it, the learners do not, and the teacher builds it into them.

2. Education

When the teacher educates the students, the teacher draws the desired knowledge or skill out of them. Education, then, means to draw learning out from within.

And the last, according Nunan<sup>25</sup>, teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. And second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.

## **B. The Relevant Research**

According to Syafi'i, relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to

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<sup>24</sup> Mark Sadoski. *Conceptual Foundations of Teaching Reading*. (New York: The Guildford Press, 2004), pp. 79-80

<sup>25</sup>David Nunan, *Practical English Language Teaching*.(New York: Mc. Graw.Hill Company, 2003), p.68

our research<sup>26</sup>. Besides, we have to analyze what the point is focused on informed, designed, found and concluded in the previous research:

1. A research from Foong Raslina Silver

According to Foong Raslina Silver in her research entitled “Questioning-the-Author: Primary School Students’ Perceptions at Centre for Research in Pedagogy and Practice, National Institute of Education, Singapore and 4 English Language and Literature, National Institute of Education, Singapore”<sup>27</sup>. From the research, Raslina state that a small-scale study of reading comprehension in primary 4 was undertaken. One aspect of the study was to introduce “Questioning-the-Author” (QtA) Approach (beck & mckeown, 2002) as part of reading comprehension lessons. Subsequently students answered comprehension questions which included ‘traditional’ reading comprehension questions (literal, inferential and applicative, following ruddell, 1999) and QtA-type question (e.g. “what do you think the author wants you to understand?”). In addition to checking student comprehension via the lesson worksheets, we also administered a survey to gather information on student perceptions of item difficulty and interest level. In other words, which types of questions were perceived to be more difficult? Which questions were considered to be more interesting? This paper focuses on student perceptions of the different

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<sup>26</sup>M. Syafi’i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/ LBSI, 2007). p. 122

<sup>27</sup> Foong Raslina Silver. *Questioning-the-Author: Primary School Students’ Perceptions at Centre for Research in Pedagogy and Practice, National Institute of Education, Singapore and 4 English Language and Literature, National Institute of Education, Singapore*. (Thesis, 2010)

question types. We will also consider whether students' perceptions of difficulty/interest matched accuracy of student responses.

## 2. A research from Egis Fajruna El-Mubarok

According to Egis Fajruna El-Mubarok in his research entitled "The effect of Pre-Question toward reading comprehension of the second year students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru."<sup>28</sup> From the research, he found that the second hypothesis is accepted because T-table at the 5% grade of significance refers to 2.01. While in the level of significant 1% is 2.68. Therefore, it can be analyzed that  $t_o$  is higher than T-table in either at 5% or 1% grade of significance. It can be read that  $2.01 < 8.26 > 2.68$ . it means that there is significance effect of Pre-Question toward reading comprehension at the second year students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru. That means that was any significance different between using collaborative strategy reading for reading comprehension achievement.

## C. The Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research in which focuses on gaining the effect of using Questioning the Author (QtA) approach toward students' ability in reading comprehension.

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<sup>28</sup>Egis Fajruna El Mubarok. *Effect of Pre- Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru*, (Thesis, 2006)

Therefore, in analyzing the problem in this research, there are two variables used. The first is Questioning the Author (QtA) approach which refers to the teacher's approach in teaching reading. The second is students' ability in reading comprehension. Questioning the Author (QtA) approach is an independent variable and students' ability in reading comprehension is a dependent variable. To operate the investigation on the variable, the researcher worked based on the following indicators:

1. The indicators of Questioning the Author (QtA) approach are as follows<sup>29</sup>:

a. The teacher asks students to read passage from selected text.

b. The teacher prompts the students by asking:

“What is the author trying to tell you?”

“Why is the author trying to tell you that?”

“Is that expressed clearly?”

c. The teacher prompts the students to revise those idea in clearer language by asking:

“How could the author have expressed the ideas more clearly?”

“What would you want to say instead?”

d. The teacher asks the students to conclude their own idea about the text.

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<sup>29</sup> *English SOL Enhanced Scope and Sequence for READING*. (Virginia Department of Education:2004) p.17

2. The indicators of reading comprehension as the following<sup>30</sup>:
  - a. Students are able to identify information,
  - b. Students are able to identify communicative propose
  - c. Students are able to identify language feature, and
  - d. Students are able to identify genre structure in text.

#### **D. The Assumption and Hypothesis**

##### **1. The Assumption**

In this research, the researcher assumes that (1) students' ability in reading comprehension is various, and (2) teaching approach can influence students' ability in reading comprehension.

##### **2. The Hypothesis**

- a.  $H_0$ : There is no significant effect of Questioning the Author (QtA) approach toward students' ability in reading comprehension at Junior High School 1 Tambang.
- b.  $H_a$ : There is significant effect of Questioning the Author (QtA) approach toward students' ability in reading comprehension at Junior High School 1 Tambang.

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<sup>30</sup>Djwandono. *Strategi Membaca Bahasa Inggris*. (Jakarta: PT.Gramedia: 2002). p,

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

This research is categorized as quasi-experimental research. Quasi-experiment is a research design having some but not all of the characteristics of a true experiment. The element most frequently missing is random assignment of subjects to the control and experimental conditions.<sup>1</sup>

In this research, the writer used two groups as sample, namely: experimental group and control group. For experimental group, the students were treated with particular teaching on what problems of research the writer had. Meanwhile, control group was only given a pre-test and pos-test without particular treatment as given to the experiment group. Both experimental and control group were treated in the same test.

**TABLE 1**

**Research Type**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
<b>Experimental Group</b>	<b>Y<sub>1</sub></b>	<b>X</b>	<b>Y<sub>2</sub></b>
<b>Control Group</b>	<b>Y<sub>1</sub></b>	<b>-</b>	<b>Y<sub>2</sub></b>

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<sup>1</sup> Gay, L. R and Peter Airasian. *Educational Research*. 6<sup>th</sup> Ed. (New Jersey: Von Hoffmann Press, 2000) p.389.



## **B. The Location and Time of the Research**

This research was carried out at Junior High School 1 Tambang. This research was conducted from 11 July to 11 August 2011.

## **C. The Subject and Object of the Research**

Subject of this research was the students at the third year of Junior High School 1 Tambang, and the object of this research was the effect of using Questioning the Author (QtA) Approach toward students' ability in reading comprehension.

## **D. The Population and Sample of the Research**

### **1. Population**

The population of this research was the third year students of Junior High School 1 Tambang. They were all about 75 students, divided into three classes. They were assumed to have the same level of proficiency and the same background.

**Table 2**

**Distribution of the Research Population**

<b>CLASS</b>	<b>NUMBER OF STUDENTS</b>
IX <sup>1</sup>	25Students
IX <sup>2</sup>	25 Students
IX <sup>3</sup>	25 Students

<b>TOTAL</b>	75Students
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## **2. Sample**

Based on the design of the research, the researcher took only two classes as the sample of this research. The researcher used a lottery for taking the sample. The class was IX/2 and IX/3. Class IX 2 was experiment class and IX 3 was control class.

## **E. The Research Procedures**

Questioning the Author (QtA) is an Approach to improve students' ability in reading comprehension which helps teachers to achieve the goals of teaching the procedures of this research were decided into two phrases:

### **1. Procedures of collecting data for experimental group**

#### **a. Pre-test**

The pre-test was carried out to determine the ability of students selected as the sample. Items used for pre-test consist of 25 items. The test was about reading comprehension which was appropriate with their in-use curriculum. The test consisted of five passages with five questions for each.

#### **b. Treatment**

The treatment was conducted for experimental group only. The treatment was using Questioning the Author (QtA) Approach in teaching

reading comprehension. The length of time to apply the approach was about eight meetings.

c. Post-test

After nine meetings (including pre-test), the post-test was administrated. Results of the post-test for experimental group was analyzed and used as final data for this research.

2. Procedures of collecting data for control group

a. Pre-test

Goal, item, and procedures of the test for control group were the same as those conducted for experimental group.

b. Conventional Strategy

In this case, the teaching of reading comprehension for control group by using conventional strategy or classical method. The strategy used in classroom was three phase technique.

c. Post-test

Post-test for both control group and experimental group was administrated after giving the treatment. The results of the post-test for both control group and experiment group were analyzed and used as final data for this research.

## **F. The Technique of Data Collection**

In order to get some data that were needed to support this research, the writer applied the techniques by the test and observation.

### 1. Observation

The observation was intended to observe directly the effectiveness of the implementation of Questioning the Author (QtA) Approach toward students' ability in reading comprehension of the third year at Junior High School 1 Tambang. The observer of the observation was the original English teacher while the writer implemented the strategy in the classroom. The observation was only given for the students in the experimental group. The indicators of the observation can be seen as follows:

- a. The teacher asks students to read passage from selected text.
- b. The teacher prompts the students by asking:
  - “What is the author trying to tell you?”
  - “Why is the author trying to tell you that?”
  - “Is that expressed clearly?”
- c. The teacher prompts the students to revise those idea in clearer language by asking:
  - “How could the author have expressed the ideas more clearly?”
  - “What would you want to say instead?”
- d. The teacher asks the students to conclude their own idea about the text.

### 2. Test

The format of the test was multiple choices. The test consisted of five passages with five questions for each.. The data of this research were gotten

from the scores of the students' pre-test and post-test. The data were collected through the following procedure:

- a. Both groups (experimental group and control group) were asked to express their idea of reading comprehension
- b. The teacher evaluated the test based on reading comprehension aspect that consisted of finding factual information, identifying main idea, locating the meaning of vocabulary in context, identifying reference, and making inference from reading text. It was done to; make the teacher easy to collect the data.
- c. The test was used to obtain the data concerning the students' reading comprehension. The technique was carried out in items of collecting the data and information dealing with the data variable X (Questioning the Author (QtA) Approach and conventional) Y' (reading comprehension). The materials of the test were adopted from the syllabus of Junior High School 1 Tambang.

#### **G. The Reliability and Validity of the test**

According to H. Douglas Brown<sup>2</sup> reliability has to do with accuracy of measurement. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes

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<sup>2</sup> H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003) p. 19-27

termed consistently. Meaning that, we can say the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure.

The reliability coefficients for good identified kinds of text structure text and reading comprehension test are expected to exceed 0.0 and closed 1.00. Heaton (1995: 16) states that, the reliability of the test is considered as follows:

1. 0.00– 0.20 Reliability is low
2. 0.21 – 0.40 Reliability is sufficient
3. 0.41 – 0.70 Reliability is high
4. > 0.70 Reliability is very high

To know the reliability of the test, we should know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpha. The researcher used the SPSS 16.0 for windows-statistical software.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.353	.370	2

**Item Statistics**

	Mean	Std. Deviation	N
T1	76.2800	13.02408	25
T2	54.2400	9.31522	25

From the table above, it can be seen that the reliability is very high because the result of reliability is  $0.991 > 0.70$ .

## H. The Technique of Data Analysis

To analysis the collected data, the writer establishes some categories to classify the result of the test as main instrument of this research, adopted from Hartono; the score range is as follows:<sup>3</sup>

$$t_o = \frac{M_s - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

where  $t_o$  : the value of T-obtained

$M_x$  : Mean score of experimental sample

$M_y$  : Mean score of control sample

$SD_x$  : Standard deviation of experimental sample

$SD_y$  : Standard deviation of control sample

$N$  : Number of the students

The table was employed to see whether there is any significant difference between the mean score in both experimental and control classes. The T-obtained value is consulted with the value of T-table at the freedom (df) =  $(N_1 + N_2) - 2$ .

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<sup>3</sup> Hartono. *Statistik untuk Pendidikan*. (Pekanbaru: Pustaka Pelajar, 2004) p,191

Statistically hypothesis:

$H_0 : t_o < t \text{ table}$

$H_a : t_o > t \text{ table}$

$H_0$  is accepted if  $t_o < t \text{ table}$  or there is no significant effect between students' reading comprehension before taught by using Think Pair Share Strategy and students' reading comprehension after taught by using Think Pair Share Strategy .

$H_a$  is accepted if  $t_o \geq t \text{ table}$  or there is significant effect between students' reading comprehension before taught by using Think Pair Share Strategy and students' reading comprehension after taught by using Think Pair Share Strategy .



## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. Description of Research Procedure**

The purpose of the research is to obtain the students' ability in reading comprehensions which are taught by using Questioning the Author Approach and without using Questioning the Author Approach, and to know the significant effect between the students' ability in reading comprehension who are taught by using Questioning the Author Approach and those who are taught without using Questioning the Author Approach. The data were obtained from students' posttest scores of experimental and control class. Before taking the data from the sample, the researcher tried one of the third class in order to prove whether the test was reliable or not. The result found in the try out was 0.353. It means that the test was sufficient reliable. Then, to obtain the homogeneity and normality of students' ability in reading comprehension, the researcher gave pre-test and post-test to IX 2 and IX 3. The researcher asked the students to answer some questions based on the text given; the text was a narrative text. Based on design of the research, it was found that class IX 2 was as control class and IX 3 was as experimental class. Then, the researcher gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the researcher used the same format of questions but in different text of narrative to test students' reading comprehension for the post-test of experimental class. While for control class, which were taught without using treatments, the researcher used the same format of questions of narrative for their post-test also. The result of reading test was evaluated by concerning five components as:

- a. Students are able to identify information in narrative text.
- b. Students are able to identify the communicative purpose of narrative text.
- c. Students are able to identify generic structure of narrative text.
- d. Students are able to identify language features of narrative text.
- e. Students are able to memorize unfamiliar words which always use in narrative text.

The test was composed of 25 items, and each item was given score 4. The final score was analyzed by using the following formula<sup>1</sup>:

$$\text{Final score} = \frac{\text{Total Correct Answer}}{\text{Total Questioner}} \times 100$$

## **B. The Data Presentation**

### **1. The data from the classroom observation**

To obtain the data about the effect of using questioning the author approach toward students' ability in reading comprehension, the writer acquired to

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<sup>1</sup> Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Rajafindo Persada, 2008) p. 32

show lists of observation. The lists of observation were checked by the English teacher of third year at Junior High School 1 Tambang. It wanted to know that questioning the author approach had been done by the writer. The observation was conducted for eight meetings.

**Table 1**  
**The Implementation of Questioning the Author Approach**

No	Activities	Categories	
		Yes	No
1	The teacher explains the students what they will learn.	8	0
2	The teacher asks students to read passage from selected text.	8	0
3	The teacher prompts the students by asking: <ul style="list-style-type: none"> <li>• “What is the author trying to tell you?”</li> <li>• “Why is the author trying to tell you that?”</li> <li>• “Is that expressed clearly?”</li> </ul>	8	0
4	The teacher prompts the students to revise those idea in clearer language by asking: <ul style="list-style-type: none"> <li>• “How could the author have expressed the ideas more clearly?”</li> <li>• “What would you want to say instead?”</li> </ul>	8	0
5	The teacher asks the students to conclude their own idea about the text.	8	0
<b>TOTAL</b>		<b>40</b>	<b>0</b>
<b>Percentage</b>		<b>100%</b>	<b>0%</b>

The researcher used the following formula to get the percentage of the observation<sup>2</sup>:

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<sup>2</sup> Anas Sudijono. Pengantar Statistik Pendidikan. (Jakarta: PT Rajagrafindo Persada, 2007) p. 43

$$P = \frac{F}{N} \times 100\%$$

Where: P : Percentage

F : Frequency of the score

N : Number of Case

$$\frac{80}{80} \times 100\% = 100\%$$

$$\frac{0}{80} \times 100\% = 0\%$$

Based on the data, the category of the observation can be seen below:<sup>3</sup>

- a. 76-100 = Very good
- b. 56-76 = Enough
- c. 40-55 = Less

Less than 40 = Bad

The table above shows that the result of observation of the use questioning the author approach toward students' ability in reading comprehension of the third year at Junior High School 1 Tambang indicates that 100% was done and 0% was not done by the teacher.

## 2. Data on the study reading comprehension

This research is to obtain the effect of questioning the author toward reading comprehension of third year students of Junior High School 1 Tambang. The data of this research are the scores of students' post test. The

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<sup>3</sup> Suharsimi Arikunto. Dasar-Dasar Evaluasi Pendidikan. (Jakarta: Bumi Aksara, 2009) p. 245

writer gave pre-test to all of the population to determine two classes as the samples. It was found that class IX 3 (experimental Group) and IX 2 (control Group).

The data were obtained by giving post-test to the experiment and control group. The result of reading test was evaluated by concerning five components:

- a. Finding factual information
- b. Identifying main idea
- c. Locating the meaning of vocabulary in context
- d. Identifying reference, and
- e. Making inference from reading text

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' post-test. The data were collected through the following procedure:

- a. Both groups (experiment and control group) were asked to express their idea of reading comprehension
- b. The teacher evaluated from the test best on reading comprehension aspect that consisted of finding factual information, identifying main idea, locating the meaning of vocabulary in context, identifying reference, and making inference from reading text. It was done to make the teacher is easy to collect the data.

The following table is the description of pre-test and post-test of experimental class and control class.

**Table 2****Students' Pre-Test and Post-Test of Experimental and Control Class**

Experimental Group				Control Group		
Students	Pretest	Posttest	Quarrel	Pretest	Posttest	Quarrel
Student 1	40	76	36	32	45	13
Student 2	44	68	24	52	56	4
Student 3	60	80	20	40	52	12
Student 4	40	84	44	36	54	18
Student 5	48	88	40	40	54	14
Student 6	52	92	40	40	40	0
Student 7	48	68	20	36	45	9
Student 8	52	92	40	48	52	4
Student 9	48	88	40	44	68	24
Student 10	60	88	28	52	64	12
Student 11	68	92	24	48	48	0
Student 12	48	68	20	56	44	-12
Student 13	60	68	8	52	48	-4
Student 14	60	78	18	56	56	0
Student 15	56	80	24	56	36	-20
Student 16	64	68	4	44	56	12
Student 17	48	92	44	48	64	16
Student 18	56	76	20	52	60	8
Student 19	52	80	28	52	44	-8
Student 20	44	72	28	36	50	14
Student 21	48	88	40	56	62	6
Student 22	80	92	12	64	60	-4
Student 23	56	84	28	52	55	3
Student 24	64	84	20	52	44	-8
Student 25	60	80	20	60	56	-4
	1356	2026	670	1204	1313	109

The data were obtained through the score of post-test of experimental group and control group. The result from the experimental and control group can be seen in the following table:

**Table 3**  
**The Statistics of Experimental and Control Group**

		Experimental Group	Control Group
N	Valid	25	25
	Missing	0	0
Mean		81.04	52.52
Median		80.00	54.00
Mode		60	56
Std. Deviation		8.70	8.09

The table 4.1 shows that experimental group with mean (81.04), median (80), modus (60), and standard deviation (8.70), control group shows means (52.52), median (54.00), modus (56) and standard deviation (8.09).

#### **a. The Data of Experimental Group**

There were 25 items of reading comprehension test given to the 25 respondents in the research, from this test was obtained that the lower score is 68 and the higher score is 92 by finding out the mean is 81,04, median is 80, modus is 60 and the standard deviation is 8.70. This data were obtained from the research by using the software SPSS 16. The data descript of reading comprehension test in experimental group.

**Table 4****The Distribution of Frequency of Students' Pre-test Score of Experimental Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	2	8.0	8.0	8.0
44	2	8.0	8.0	16.0
48	6	24.0	24.0	40.0
52	3	12.0	12.0	52.0
56	3	12.0	12.0	64.0
60	5	20.0	20.0	84.0
64	2	8.0	8.0	92.0
68	1	4.0	4.0	96.0
80	1	4.0	4.0	100.0
Total	25	100.0	100.0	

From above table, it shows that from 25 respondents in interval 40, the frequency is 2 students (8%), 44, the frequency is 2 students (8%), 48, the frequency is 6 students (24%), 52, the frequency is 3 students (12%), 56, the frequency is 3 students (12%), 60, the frequency is 5 students (20%), 64, the frequency is 2 students, 68, the frequency is 1 student (4%), 80, and the frequency is 1 student.



**Table 5**  
**The Distribution of Frequency of Students' Post-test Score of Experimental Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 68	5	20.0	20.0	20.0
72	1	4.0	4.0	24.0
76	2	8.0	8.0	32.0
78	1	4.0	4.0	36.0
80	4	16.0	16.0	52.0
84	3	12.0	12.0	64.0
88	4	16.0	16.0	80.0
92	5	20.0	20.0	100.0
Total	25	100.0	100.0	

From above table, it shows that from 25 respondents in interval 68, the frequency is 5 students (20%), 72, the frequency is 1 student (4%), 76, the frequency is 2 students (8%), 78, the frequency is 1 student (4%), 80, the frequency is 4 students (16%), 84, the frequency is 3 students (12%), 88, the frequency is 4 students (16%), 92, and the frequency is 5 students (20%).

#### **b. The Data of Control Group**

There were 25 items of English vocabulary mastery test given to the 25 respondents in this research. From this it was obtained that the lower score is

36 and the high score is 68 by finding out the mean is 52.52, median is 54. Modus is 56 and the standard deviation is 8.09. This data were obtained from the research by using the software SPSS 16. The data description of reading comprehension can be seen in the following table:

**Table 6**

**The Distribution of Frequency of Students' Pre-test Score of Control Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 32	1	4.0	4.0	4.0
36	3	12.0	12.0	16.0
40	3	12.0	12.0	28.0
44	2	8.0	8.0	36.0
48	3	12.0	12.0	48.0
52	7	28.0	28.0	76.0
56	4	16.0	16.0	92.0
60	1	4.0	4.0	96.0
64	1	4.0	4.0	100.0
Total	25	100.0	100.0	

From the above table, it shows that from 25 respondents in interval 32, the frequency is 1 student (4%), 36, the frequency is 3 students (12%), 40, the frequency is 12 students (12%), 44, the frequency is 2 students (8%), 48, the frequency is 3 students (12%), 52, the frequency is 7 students (28%), 56, the frequency is 4 students (16%), 60, the frequency is 1 student (4%), 64, and the frequency is 1 student (4%).

**Table 7****The Distribution of Frequency of Students' Post-test Score of Control Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 36	1	4.0	4.0	4.0
40	1	4.0	4.0	8.0
44	3	12.0	12.0	20.0
45	2	8.0	8.0	28.0
48	2	8.0	8.0	36.0
50	1	4.0	4.0	40.0
52	2	8.0	8.0	48.0
54	2	8.0	8.0	56.0
55	1	4.0	4.0	60.0
56	4	16.0	16.0	76.0
60	2	8.0	8.0	84.0
62	1	4.0	4.0	88.0
64	2	8.0	8.0	96.0
68	1	4.0	4.0	100.0
Total	25	100.0	100.0	

From the above table, it shows that from 25 respondents in interval 36, the frequency is 1 student (4%), 40, the frequency is 1 student (1%), 44, the frequency is 3 students (12%), 45, the frequency is 2 students (8%), 48, the frequency is 2 students (8%), 50, the frequency is 1 student (1%), 52, the

frequency is 2 students (8%), 54, the frequency is 2 students (12%), 55, the frequency is 1 student (4%), 56, the frequency is 4 students (16%), 60, the frequency is 2 students (8%), 62 the frequency is 1 student (4%), 64, the frequency is 2 students (8%), 68, and the frequency is 1 student (4%).

### C. The Data Analysis

The data of the statistical result were divided into two parts. The data were obtained through pre-test. To analyze the data in chapter IV, the writer used the following statistical formula to get the mean score (M) and the standard deviation (SD).

The result of the mean score of each class was found by using the following formula:

$$M = \frac{\sum X}{N} \quad \text{For Experimental Group}$$

$$M = \frac{\sum Y}{N} \quad \text{For Control Group}$$

While the formula of standard deviation as follows:

$$SD_x = \sqrt{\frac{\sum X^2}{N}} \quad \text{For Experimental Group}$$

$$SD_y = \sqrt{\frac{\sum Y^2}{N}} \quad \text{For Control Group}$$

The analysis of data of the students for experimental Group and Control Group is explained in the following table:

**Table 8**

**The Classification of Experimental Group at the Third Year Students of  
Junior High School 1 Tambang**

NO	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	16	64%
2	Good	70 – 79	4	16%
3	Enough	60 – 69	5	20%
4	Less	50 – 59	-	0%
5	Bad	0 – 49	-	0%
Total		-	25	100%

Based on the table 4.11, the classification of experimental group at the third year of Junior High School 1 Tambang the output from 25 students shows that the category number 1, there is 16 frequency (64%), the category number 2 shows 4 frequencies (16%), the category number 3 shows 5 frequencies (20%), the category number 4 shows no frequencies (0%), the category number 5 shows no frequencies (0%), the table above shows that highest percentage of experimental group is 64%. Thus, the majority of students in this regard are classified as **Very Good**.

**Table 9**

**The Classification of Control Group at the Third Year of  
Junior High School 1 Tambang**

No	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	-	0%

2	Good	70 – 79	-	0%
3	Enough	60 – 69	6	24%
4	Less	50 – 59	10	40%
5	Bad	0 – 49	9	36%
Total		-	25	100%

Based on the table 4.12, the classification of the control group at the third year of Junior High School 1 Tambang the output from 25 students shows that the category number 1, there is no frequencies (0%), the category number 2 shows no frequencies (0%), the category number 3 shows 6 frequencies (24%), the category number 4 shows 10 frequencies (40%), the category number 5 shows 9 frequencies (36%). The table above shows that highest percentage of classification of control group is 40%. Thus, the majority of students in this regard are classified as **Less**.

**Table 10**

**Mean and Standard Deviation**

	Experimental Group		Control Group	
	Pre-test	Post-Test	Pre-Test	Post-Test
M	54.24	81.04	48.16	52.52
SD	9.315	8.700	8.365	8.093
	49.41%		9.05%	

### 1. Experimental Group

$$\begin{aligned}
 X &= \frac{81.04-54.24}{54.24} \times 100\% \\
 &= \frac{26.80}{54.24} \times 100\% \\
 &= 49.41\%
 \end{aligned}$$

### 2. Control Group

$$\begin{aligned}
 Y &= \frac{52.52-48.16}{48.16} \times 100\% \\
 &= \frac{4.36}{48.16} \times 100\% \\
 &= 9.05\%
 \end{aligned}$$

From the table above, it can be seen that there is a difference between the mean score, the standard deviation and the percentage between experimental group and control group. Where, the percentage from pre-test to post-test of control group is increasing 9.05%.

**Table 11**

**Group Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Experimental Group	25	81.04	8.701	1.740
Control Group	25	52.52	8.094	1.619

Based on the table above, it can be seen that the total students from each group was 25, the mean of experimental group was 81.04, and mean of control group was 52.52. Standard deviation from experimental group was 8.701,

while standard deviation from control from control group was 8.094. Standard error mean from experimental group was 1.740, and control group was 1.619.

**Table 12**

**Table Mean and Standard Deviation for Post-Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.342	.561	12.000	48	.000	28.520	2.377	23.741	33.299
	Equal variances not assumed			12.000	47.751	.000	28.520	2.377	23.741	33.299

Based on the output SPSS above, independent-sample T-Test shows Levene's Test to know the same variance.<sup>4</sup>

Ho: Variance Population Identical

Ha: Variance Population not Identical

If Probabilities  $> 0.005$ , Ho is accepted

If Probabilities  $< 0.005$ , Ha is accepted

Based on the output SPSS above, Ho is accepted because  $0.561 > 0.005$ .

It means that the variance of the population is identical.

From the output above, it also can be seen that  $t_{\text{count}}$  obtained (12.000) will be compared to "t" table,  $df = 48$  to compare either at level 5% or 1%. At

<sup>4</sup> Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Pekanbaru: Pustaka Pelajar, 2008). p,159.



level 5%,  $t_{table}$  is 2.02, while at level 1%,  $t_{table}$  is 2.69. Thus, the  $t_{count}$  obtained is higher than  $t_{table}$ , either at level 5% or 1%. In other word, we can read  $2.01 < 2.000 > 2.68$ .

Based on the score above, the writer can conclude that  $H_a$  is accepted or there is significant effect of using Questioning the Author Approach toward students' ability reading comprehension at third year of Junior High School 1 Tambang. So, the researcher can be answering the formulation of the problem:

1. The students' ability in reading comprehensin taught by conventional at the third year of Junior High School 1 Tambang is catagorized into enough with mean score is 52.52.
2. The students' ability in reading comprehensin taught by questioning the author approach at the third year of Junior High School 1 Tambang is catagorized into Very Good with mean score is 81.04.
3. The second hypothesis is accepted because in T-Table at the 5% grade of significance refers to 2.01. While in the level of significance 1% is 12.000. So it can be analyzed that  $t_o$  is higher than T-Table in either at 5% or 1%. It can be read that  $(2.01 < 2.000 > 2.68)$ . It means that there is significant effect of using questioning the author approach toward students' ability in reading comprehension at Junior High School 1 Tambang.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the explanation in the chapter IV, finally the research about the effect of using questioning the author approach toward students' ability in reading comprehension at the third year of Junior High School 1 Tambang of Kampar Regency comes to the conclusions as follows:

1. The students' ability in reading comprehension taught by conventional at the third year of Junior High School 1 Tambang is catagorized into enough with mean score is 52.52.
2. The students' ability in reading comprehension taught by questioning the author approach at the third year of Junior High School 1 Tambang is catagorized into Very Good with mean score is 81.04.
3. The second hypothesis is accepted because in T-Table at the 5% grade of significance refers to 2.01. While in the level of significance 1% is 12.000. So it can be analyzed that  $t_o$  is higher than T-Table in either at 5% or 1%. It can be read that  $(2.01 < 12.000 > 2.68)$ . It means that there is significant effect of using questioning the author approach toward students' ability in reading comprehension at Junior High School 1 Tambang.

## **B. Suggestions**

Considering the effect of using questioning the author approach toward students' ability in reading comprehension, the writer would like to give some suggestions as follows:

### 1) Suggestions for the teacher:

- a. It is recommended to the teachers to use questioning the author in teaching and learning process.
- b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.
- c. The teacher should build a favorable atmosphere at times of teaching-learning process conducted because the conducive condition in teaching would become one asset to carry the success of material to be taught.

### 2) Suggestion for the students:

- a. The students should try to understand in reading text.
- b. The students should pay more attention to the lesson that has explained by the teacher.
- c. The students must be creative to select kinds of reading text in order to comprehend the text more and in order to diminish boredom in learning English especially in reading subject.

Finally, the writer considers that this study still needs validation from the next researcher who has the same topic with this study.

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